# Least Restrictive

# Behavioral Interventions

Preliminary Strategies and Level I Interventions



#### Interventions are Successful when...

Prevention practices create a system of positive supports that exceeds a 4:1 ratio...

4 times as many positive to negative interactions and opportunities



#### What Works?

- Behaviorally Based Interventions
  - LRBI
    - Positive Behavioral Supports and Selection of Least Restrictive Behavioral Interventions
    - Special Education RULES for students with disabilities
    - Good practice for ALL students

## History of LRBI

- At the same time, many students who were previously educated in non-community settings were returned to the community setting.
- Schools received special education students with severe behaviors needed assistance with behavior support and management

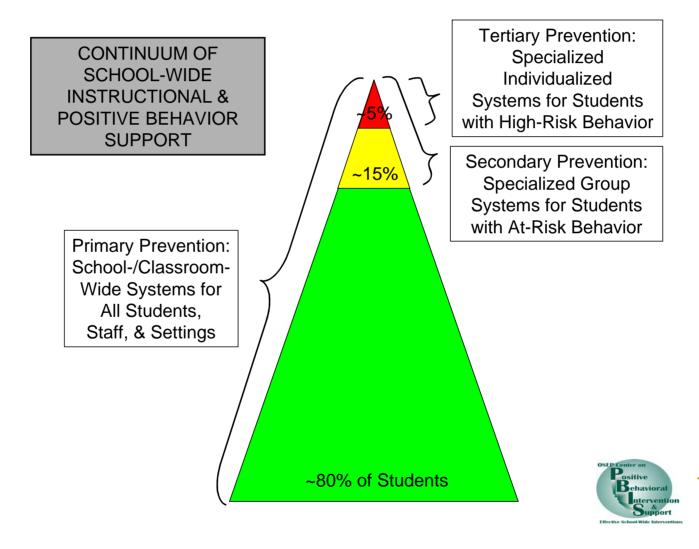


Utah's LRBI is now a model for the nation

#### What Does the LRBI Include?

- Safe guards for students and school by ensuring a continuum of behavior interventions and defining roles/responsibility
- Informed consent for parents
- A menu of supports and interventions with preschool, elementary, and secondary examples
- Reminders including possible side effects of interventions
- Emergency procedures for crisis situations

# Continuum of Effective Behavior Support



# Hierarchy of Intervention Procedures

Level IV

Highly Intrusive

Level III

Moderately Intrusive

Level II

Mildly Intrusive and Contingent Procedures

Level I

Positive Intervention Procedures

**Preliminary Strategies** 

Effective classroom practices and positive behavioral supports

For all students, as individuals and in groups

#### Format of the LRBI

- Introduction:
  - Purpose, Overview and Selection of Procedures,
    Informed Consent
- Responsibilities of
  - USOE, LEA, and IEP Team
- Emergency Procedures
- Description of
  - Strategies and Interventions
- Supplemental Resources

## Purpose of LRBI

- Rights of students are protected
- Each student receives a free appropriate public education
- Provides research-based intervention procedures
- Protects teachers, school personnel, districts/charter schools, and USOE
- Ensures parents are involved and informed

# USOE Responsibilities

- Annually review the use of interventions in Utah schools - particularly data submitted on
  - Interventions in Levels III and IV

Provide professional development as needed

# Responsibilities of LEA

- Behavior Expertise (district TA, regional specialist, building specialist, LEA)
- Local LRBI Committee
- Appeals
- Personnel Development

#### **Selecting Interventions**

- The team must consider and select appropriate interventions for the student whose behavior "impedes his/her learning or that of others."
- Preliminary strategies for positive behavioral supports and effective educational practices must be implemented with <u>FIDELITY</u> prior to selecting some Level II and all Level III and IV interventions.

#### **Selecting Interventions**

- Classroom personnel must <u>document</u> that positive behavioral interventions were tried and found ineffective before more intrusive interventions are selected.
- Interventions selected must be appropriate for
  - the <u>target</u> <u>behavior</u>
  - student's <u>developmental level</u>
  - physical abilities
  - communication mode
  - as dictated by "common sense and research literature"...
  - It is recommended that a *minimum of 2 interventions* be implemented and found ineffective before moving onto the next level of intrusion

#### **Informed Consent**

When selecting intrusive behavioral change procedures, the IEP process is augmented with the following steps to ensure informed consent of the parent(s):

- Review documentation of previous "less intrusive" interventions and their results
- Possible new alternatives are reviewed with IEP team
- Potential effectiveness and possible side effects of proposed interventions are reviewed by the IEP team
- If a level III or IV intervention is selected, the IEP team should consider doing a functional behavior assessment (FBA) and developing a formal behavior intervention plan (BIP)
- All level III and IV behavioral interventions require <u>signed</u> <u>parental consent</u>

#### Implementation and Monitoring of Behavioral Interventions

Behavior Interventions can be written as part of goals and objectives on the IEP or as a distinct part of the IEP in a Behavioral Intervention Plan (BIP):

- Target Behavior
- Replacement Behavior
- Baseline Data (3 sessions unless behavior is severe)
- Maintain high rates of positive reinforcement and support
- Monitor FIDELITY of intervention through data collection and review
- Reevaluate

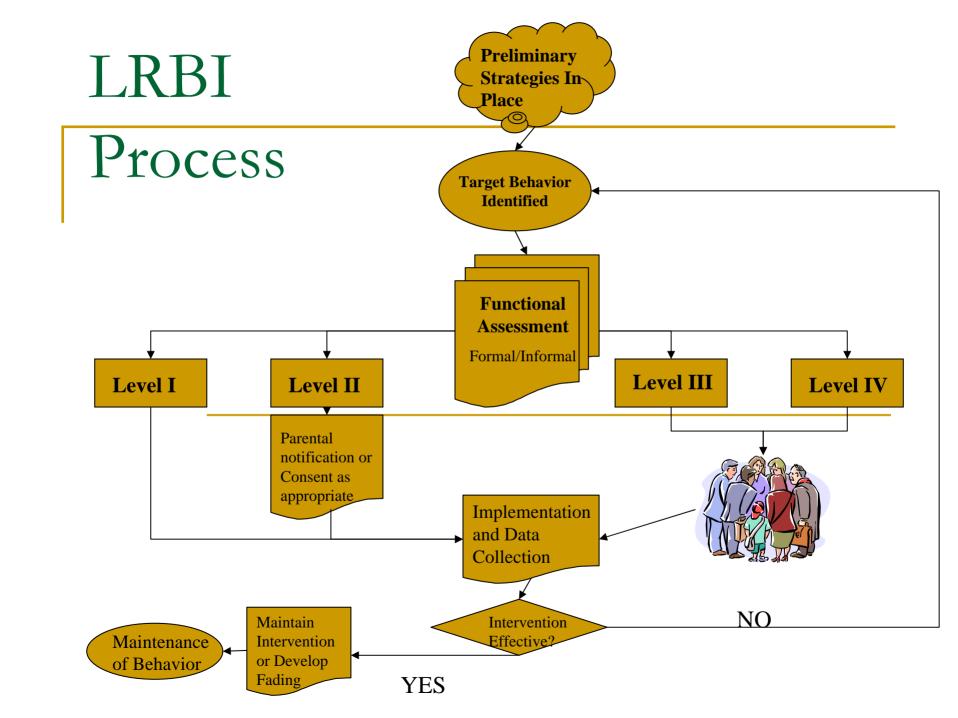
#### **Deviation from Behavioral Interventions in IEP or BIP**

EMERGENCY SITUATIONS = danger to others, danger to self, destruction of property, threatened abuse toward others, self, or property.

- Behavior must not occur more than <u>once per week, two</u> <u>times in a month</u>, or <u>four times in a year</u>....
- Emergency Contact Form must be completed within 24 hours:
  - Signed by the LEA
  - ✓ Submitted to the district Director of Special Education
  - Notification of parent(s)

#### **Documentation of Behavioral Interventions**

- When a Level III or Level IV intervention is selected and included in the IEP goals and objectives or in a BIP the team must submit to the District LRBI Committee a copy of the documentation of previous interventions used and their effects.
- The district committee will review documentation and determine training needs and compile summary information regarding use of Level III and IV interventions in the district.



### Quiz – True or False

- As you go up the hierarchy of interventions, be sure to abandon lower level interventions you were using \_\_\_\_\_
- A BIP can contain more than one intervention
- It is always necessary to conduct a formal FBA before developing a BIP \_\_\_\_\_
- Parents must be notified within 24 hours of emergency contact with their student and prior to informing your LEA or district personnel \_\_\_\_\_

### Quiz -- Short Answer

- It is recommended that at least two procedures from a lower level be implemented and found ineffective prior to moving to a higher level of intervention. When would the IEP team not want to follow this recommendation?
- When must the IEP team include a behavior expert?
- When is a behavior intervention plan needed?
- What are the essential components of informed consent?

### Quiz – Interventions

- Level 1, #9 (pg 30): Which type of group contingency is commonly called "the class hero" or "queen for a day?"
- Level 1, #16 (pg 34): What is being taught to the child in the elementary example of self management?
- Preliminary, #13 (pg 21): As an administrator, what is one of the most critical factors to remember about supervision?
- Level 2, #6 (pg 41): When is the most effective time (or times) to implement In School Suspension (ISS)?